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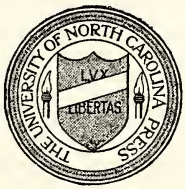
THE UNIVERSITY OF NORTH CAROLINA RECORD

THE SCHOOL OF PUBLIC WELFARE

ANNOUNCEMENTS
1925-1926



OTHER OPPORTUNITIES FOR
STUDY AND RESEARCH IN THE SOCIAL SCIENCES

THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL, N. C.

CALENDAR

1925

June 7-10.....*Sunday to Wednesday.* Commencement.

June 12-August 29...Summer School of Law.

June 12-July 21.....Summer Quarter, First Term.

July 20-August 1....Institutes for Public Welfare.

July 22-August 29...Summer Quarter, Second Term.

September 9-12.....*Wednesday to Saturday.* Examinations for Removal of Conditions. Entrance Examinations.

September 15-16.....*Tuesday and Wednesday.* Registration for Fall Quarter.

September 17.....*Thursday.* Fall Quarter begins.

October 12.....*Monday.* University Day Exercises.

November 25.....*Wednesday.* Thanksgiving Recess begins (1:00 P.M.)

November 30.....*Monday.* Thanksgiving Recess ends (8:30 A.M.)

December 16.....*Wednesday.* Fall Quarter Examinations begin.

December 19.....*Saturday.* Fall Quarter ends. Christmas Recess begins.

1926

January 4.....*Monday.* Registration for Winter Quarter completed.

January 5.....*Tuesday.* Winter Quarter begins.

March 16.....*Tuesday.* Winter Quarter Examinations begin.

March 19.....*Friday.* Winter Quarter ends.

March 20.....*Saturday.* Spring Quarter begins. Registration for Spring Quarter completed.

April 3.....*Saturday.* Easter Recess begins (1:00 P.M.)

April 12.....*Monday.* Easter Recess ends (8:30 A.M.)

June 1.....*Tuesday.* Spring Quarter Examinations begin.

June 4.....*Friday.* Spring Quarter Examinations end.

June 6-9.....*Sunday to Wednesday.* Commencement Exercises.

June 8.....*Tuesday.* Alumni Day. Meeting of the Board of Trustees.

June 9.....*Wednesday.* Commencement Day.

OFFICERS OF ADMINISTRATION AND INSTRUCTION

Harry Woodburn Chase, Ph.D., LL.D., *President of the University.*
Howard Washington Odum, Ph.D., *Director of the School of Public Welfare.*
Charles Thomas Woollen, *Business Manager of the University.*
Thomas James Wilson, *Registrar of the University.*
Julius Algernon Warren, *Bursar of the University.*
Francis Foster Bradshaw, *Dean of Students of the University.*
Mrs. Marvin Hendrix Stacy, *Adviser to Women of the University.*

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Nathan Wilson Walker, A.B., Ed.M., *Professor of Secondary Education.*
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James Finch Royster, Ph.D., *Kenan Professor of English Philology* and *Dean of the College of Liberal Arts.*
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Eugene Cunningham Branson, A.M., Litt.D., *Kenan Professor of Rural Social Economics.*
Jesse Frederick Steiner, Ph.D., *Professor of Social Technology.*
Harry Wolven Crane, Ph.D., *Professor of Psychology.*
Harold Diedrich Meyer, A.M., *Associate Professor of Sociology.*

SPECIAL STAFF OF INSTRUCTION

Eugene Cunningham Branson, A.M., Litt.D., *Kenan Professor of Rural Social Economics.*
Howard Washington Odum, Ph.D., *Kenan Professor of Sociology.*
Jesse Frederick Steiner, Ph.D., *Professor of Social Technology.*
Harry Wolven Crane, Ph.D., *Professor of Psychology and Psycho-Pathologist for the State Board of Public Welfare.*
*Harold Diedrich Meyer, A.M., *Associate Professor of Sociology and Supervisor of Recreation.*
Samuel Huntington Hobbs, Jr., A.M., *Associate Professor of Rural Social Science.*
**Wiley Britton Sanders, A.M., *Assistant Professor of Sociology and Supervisor of Family Case Work.*
Roy M. Brown, A.M., *Instructor in Sociology.*
Frank W. Hoffer, A.M., *Instructor in Sociology.*
Katharine C. Jocher, A.M., *Lecturer on Case Work.*
George H. Lawrence, *Field Supervisor of Case Work.*
Chase Going Woodhouse, A.M., *Lecturer on Social Work.*

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* Absent fall and winter terms.
** Absent on leave, 1924-1925.

OTHER MEMBERS O SOCIAL SCIENCE AND ALLIED FACULTIES

ERIC A. ABERNETHY, M.D., *University Physician.*
GUSTAVE M. BRAUNE, Ph.D., *Professor of Civil Engineering.*
DUDLEY D. CARROLL, I.A., *Dean of the School of Commerce and Professor of Econor ics.*
ROBERT D. W. CONNOR, Ph.B., *Professor of History and Government.*
JOHN F. DASHIELL, Ph.D., *Professor of Psychology and Director of Laboratories.*
GERALD WHITE JOHNSON, A.B., *Professor of Journalism.*
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FREDERICK HENRY KOCH, A.M., *Professor of Dramatic Literature.*
CHARLES STAPLES MANGUM, A.B., M.D., *Professor of Anatomy.*
WALTER JEFFRIES MATHERLY, M.A., *Professor of Business Administration.*
CLAUDIUS TEMPLE MURCHISON, Ph.D., *Professor of Applied Economics.*
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LOUIS R. WILSON, Ph.D., *Kenan Professor of Library Administration.*
WILLIAM EARL ATKINS, J.D., *Associate Professor of Business Law.*
ENGLISH BAGBY, Ph.D., *Associate Professor of Psychology.*
FRANK PORTER GRAHAM, M.A., *Associate Professor of History.*
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A special list of visiting lecturers, departmental heads, and specialists.

SCHOOL OF PUBLIC WELFARE

HISTORICAL STATEMENT

The School of Public Welfare of the University of North Carolina was established in 1920 in accordance with the University's policy of meeting the varying needs of the State and of developing university ideals and standards. The School was developed around a Department of Sociology, following logically a decade of work in rural social economics and extension services and a rapidly developing social program in North Carolina. In his recommendations to the Trustees, President Chase said:

"If the citizenship of state and nation is to grapple successfully with the ever more complex problems of modern democracy, if popular government is to work effectively in these confusing times, our educational system as a whole must stress as never before the instruction of our youth in matters of common weal. A knowledge of the fundamental laws of society, of what democracy really means and what its problems are, a spirit of social mindedness which leads the individual to look beyond himself and to think of himself in relation to his community—these things are more and more requisite for good citizenship. The social sciences, including economics, history, government and sociology in its various aspects, must receive a new and more intense emphasis in the higher education of the future. North Carolina, feeling her way towards the solution of new social problems consequent upon the growing complexity of her life, with a new program of social legislation, needs, and will need, leaders well trained in the fundamentals of their tasks. The proposed School of Public Welfare should help train such leaders, should offer short courses for workers in service, and should, in coöperation with state and national agencies, render assistance to the cause of public health, to superintendents of public welfare, Red Cross workers, secretaries of chambers of commerce and boards of trade, to school systems in their social problems, to bureaus of community recreation—in short, it should both correlate and make distinctive additions to the contributions which the University can render to the development of the human wealth of North Carolina."

THE GENERAL PLAN OF WORK

In accordance, therefore, with the purposes of the School as set forth by the President and Trustees of the University, plans for effective organization were begun and tasks entered upon during the Summer School of 1920. To meet the specific needs of the State and the University and, as far as possible, the South a four-fold service was planned. The *first* emphasizes *instruction* in Sociology and Social Problems, including teaching in the College and University, extension teaching through the Bureau of Extension or outside communities, and through general instruction and promotion of citizenship. The *second* emphasizes *training for social work and community leadership,* with special reference to town, village and rural communities, and with special application to the State of North Carolina and the South. This division hopes to meet the very urgent demands of the State for trained men and women for its county superintendents of public welfare and other official positions and of many

communities throughout the South for Red Cross secretaries and other community workers in the mill villages and elsewhere. The *third* aspect of the work emphasizes direct and indirect *community service,* or social engineering through the avenues of community leaders, county superintendents of public welfare, local and district conferences, and community planning for leaders, for industrial managers and others. The *fourth* aspect emphasizes *social research,* scientific inquiry, and *publication* of results estimated to be of value to the State, the University, and to the general field of public welfare and social progress. A *fifth* general purpose, kept constantly in the foreground provides that the School maintain close and cordial coöperation with the State Department of Public Welfare, with other State departments of public service, with other departments and schools of the University, and with local and national voluntary agencies, and especially with social agencies.

STANDARDS OF THE ASSOCIATION OF TRAINING SCHOOLS

The general plan of the School of Public Welfare, while providing for distinctive services to the State, conforms to the standards outlined in the statement of the executive committee of the American Association of Training Schools for Professional Social Work, which gives an excellent concept of the problems and tasks of training for social work.

In view of the diversity of courses of instruction for training social workers and the variety of administrative systems under which the instruction is given—systems which include separate schools, graduate and undergraduate schools or departments of endowed colleges and universities and of state universities, as well as schools under the auspices of religious denominations and the apprentice and institute courses of national service organizations—the Executive Committee of the Association of Training Schools for Professional Social Work considers it desirable to make at this time a statement of the fundamental principles underlying adequate professional education for social work. The Committee hopes that this statement may be a service to those who contemplate the establishment of new schools, as well as to those concerned with the determination of policies for the existing schools.

1. Data collected from social workers and special investigations that have been made recently show clearly that the most satisfactory preparation for social work is that which is conducted on a broad basis of professional education. Preparation of this character utilizes the technical contributions of allied professions, requires unity and continuity of instruction and is contingent upon centralized responsibility of direction and administration.

2. It is highly desirable, in order to meet these requirements, that a school offering preparation for social work should approximate the

following specific organization, whether as an educational unit it be separate from, affiliated with, or constitute a part of a larger educational institution:

A. An organic grouping of relevant courses of instruction into a special curriculum for the stated purpose of vocational training or professional education for social work.

B. These grouped courses of instruction should consist, in general, of four types:

(1) *Background of pre-professional courses,* to be given by a regular member or members of the faculty in good academic standing.

(2) *Specific knowledge courses,* providing a broad scientific equipment for social work, to be given by specialists in good professional standing outside the field of social work.

(3) *Technical knowledge courses,* dealing with special branches of social work, together with clinical field work, to be given by one or more social workers eligible for senior membership in the American Association of Social Workers, with adequate academic qualifications for teaching, whose further status is that of salaried and voting members of the faculty of the school.

(4) *Technical training courses,* to provide the skill which a practitioner must possess consisting chiefly of intensive field work centrally supervised and directed by one or more social workers eligible to senior membership in the American Association of Social Workers, with adequate academic qualifications for teaching, whose further status is that of salaried (at least half-time) and voting members of the faculty of the school:

C. An administrator or director chosen or appointed as the executive head of the school, who is empowered, in coöperation with the faculty of the school, to exercise control over admission requirements, curriculum, credit basis for class-room and field work, and admission requirements to courses of instruction.

3. Professional education for medical social service, psychiatric social work, probation work, visiting teaching and other specialized forms of social case work, requires the coöperation of allied professions and the utilization of the resources of hospital, dispensary, court, school and other social agencies. Careful planning and close supervision is necessary to make these working relationships effective educationally. Without pre-professional requirements, unity and correlation in the curriculum and centralized administrative responsibility, it is impossible to provide adequately for the training of the prospective social worker.

UNIVERSITY ORGANIZATION

The School of Public Welfare of the University of North Carolina as a member of the Association of Schools of Professional Social Work, and as president of this Association for 1924-1925 and 1925-1926, will attempt to contribute whatever of original effort and method, in small beginnings, it may to the whole field of the newer professional training for social work. In the classification of the methods and services of the School, it is important to keep in mind the larger two-fold nature of the work. Instruction in the college and University, together with research into social problems constitute the primary function of the Department of Sociology, while training for professional social work, extension services, and assistance in coördinating and perfecting public services, mark the primary work of the School of Public Welfare as an integral administrative unit of the University. The work of the Department of Sociology is credited, as other Departments of the college, in the School of Liberal Arts and other Schools, and may be counted toward the several degrees. The graduate degrees given in the School of Public Welfare, with Majors in Sociology or Social Work, are granted through the Graduate School of the University, as are all other graduate degrees. The University believes that professional training for social work and community leadership will make substantial progress through the projection of the ideals of a university professional school into the practical programs of public welfare. These ideals include: A standard curriculum of permanent and administrative unity; a special faculty of trained teachers; a faculty of coöperating university professors; the larger university facilities and influence; a group of students well prepared and possessing the personality and character for leadership; a program of field work which provides adequate training and contributes to community building; the support of an informed constituency; cordial coöperation with departments of public service and with private enterprise; the spirit of scientific and constructive work characteristic of the best educational statesmanship.

The earlier organization of the School of Public Welfare on its present scale was made possible through the coöperation of the National American Red Cross at Washington and the Southern Division at Atlanta. Through its services for the soldiers and sailors, and their families, in city and in country, and through its training for peace time work, the Red Cross has been able to contribute largely to the movement and technique of rural social work. With the coöperation of the Southern Division of the American Red Cross and the North Carolina Department of Charities and Public Welfare, the University of North Carolina therefore opened the first training school for social work designed specifically for the rural social worker.

A PUBLIC WELFARE DEMONSTRATION

More effective efforts of the School of Public Welfare to give professional training and field work to the rural social worker and leader

have been made possible by a grant from the Laura Spelman Rockefeller Memorial for a demonstration plan of public welfare in coöperation with the State Board of Charities and Public Welfare. Equal grants have been made to the State Board and the School of Public Welfare for the study and demonstration of the North Carolina plan of public welfare in typical counties. Two normal rural counties, Orange and Chatham, one of which is the seat of the University, have been chosen. The counties of Wake and Durham, in which are also the cities of Raleigh and Durham, are included; and Cherokee, a mountain county having concrete types of problems is now provided with supervisor and a superintendent of public welfare. The work involved in this demonstration plan is as varied as the problems themselves. The study of the counties, the making of maps, plotting of regions and areas of leadership go hand in hand with special field work and the attempt to interpret public welfare and social work. An earnest effort to study out the strong and weak points of the North Carolina system with a view to constructive suggestions goes hand in hand with the effort to train social workers better for the carrying out of ideals involved in the system. In this way the demonstration plan enables the School of Public Welfare to continue its emphasis upon general leadership and professional training rather than pure technique.

THE STATE DEPARTMENT OF PUBLIC WELFARE

One of the most important factors in the development of the School of Public Welfare and its work is the State Department of Public Welfare with its state and county-wide organization. The progressive plan of work, the need for trained superintendents of public welfare, the cordial coöperation of the Commissioner of Public Welfare—all give great momentum to the need and tasks which the School strives to meet.

The most outstanding feature of the North Carolina plan of Public Welfare is its emphasis upon a state system and county administration. Such a system has many advantages. It tends to outline for the entire state a program of constructive work rather than to give emphasis to selected problems only. It gives a fine basis for the standardization of efforts. It gives opportunity for state supervision of efforts. It gives opportunity for state supervision and coöperation in such matters as child placing and mothers' aid. It coördinates the work of public welfare with the work of schools and other institutions. It emphasizes the need for trained workers and sets in motion movements for increasing the number of such workers. A number of states in the Union are watching the North Carolina plan with great eagerness before determining upon their final county organization.

The organization for North Carolina consists of a State Board of Public Charities and Welfare appointed by the Governor. This board elects a Commissioner of Public Welfare and such officers as they may

deem necessary. The present state organization includes: County Organization; Child Welfare; Institutional Supervision and Aid; Mental Hygiene; Education, Promotion and Publicity. The county organization includes coöperation with county superintendents of public welfare, county superintendents of schools, county boards of education, county commissioners, compulsory school attendance, supervision of record keeping and other similar work. Child welfare includes child placing, supervision of children's homes, assistance to institutions caring for children, efforts in behalf of mothers' aid, work with juvenile delinquents. Institutional supervision and aid applies to the state institutions for the dependent, the defective and the delinquents or others with social deficiencies, including county homes. Mental hygiene or mental health work is directed wherever needed to juvenile delinquents, adults with social deficiencies, special problems in the state, exceptional children. The program of "education, publicity and promotion" includes such efforts towards interpreting public welfare as the monthly *Public Welfare Progress,* participation in state and national conferences, district conferences, summer institutes of public welfare, exhibits and other special efforts.

The duties of the North Carolina County Superintendent of Public Welfare are typical of the comprehensiveness of the system. He must needs help enforce the compulsory school attendance law, and through his trained leadership lead families to the value of school rather than drive them to ineffective schooling. He investigates relief cases and the disbursement of poor funds. He acts as agent of the State Board. He supervises and helps persons discharged from hospitals for the insane and other institutions. He oversees those on parole from penitentiaries or reformatories. He looks after children likely to become dependent or delinquent. He is probation officer. He is to promote wholesome recreation, and help enforce laws relating to commercialized recreation. He helps the unemployed. He investigates conditions. He inspects and investigates county homes, convict camps and other needed places. He looks after little children placed in private homes and acts as the friend of children everywhere. He assists the child welfare commission in the enforcement of the child labor law. He coöperates with community agencies where good and exposes them where not good. There should be a county superintendent in each county. In counties having less than 32,000 population the work may be done through an assistant in the office of the county superintendent of schools. In the larger counties, the county superintendent usually has a staff of trained workers to assist in the performance of the duties of his office.

THE UNIVERSITY OF NORTH CAROLINA

The seat of the University is Chapel Hill, Orange County, thirty-eight miles northwest of Raleigh, connected by standard hard surface highway. The site for the institution was selected because of its healthfulness, its freedom from malaria, its supply of pure water, its

beautiful scenery, and its central location in the State. Two daily passenger trains run between Chapel Hill and the University Junction, a station on the Southern Railway. A regular hourly automobile service, by way of excellent hard surface roads, is maintained between Durham and Chapel Hill. The University of North Carolina, as well as the State itself, offers a number of special features to those who enroll in its School of Public Welfare. The entire University plant, with its libraries, laboratories and departmental equipment will be available. Strong courses in allied subjects given by professors distinguished in their several fields will be open for approved special electives. The University life and atmosphere with its broad educational opportunities will add much to the permanence of the equipment received here. The University of North Carolina is the oldest of the State Universities, having been chartered in 1789, the first corner-stone laid in 1793, and the University opened in 1795. The University campus contains some fifty acres and adjoining lands amounting to about five hundred acres.

The present academic organization includes the *College of Liberal Arts,* The *School of Applied Science,* The *School of Education,* The *School of Engineering,* The *School of Commerce,* The *Graduate School,* The *School of Medicine,* The *School of Pharmacy,* The *School of Public Welfare,* The *Summer School,* and the *University Extension Division* with its eleven bureaus and activities. Many special features and Departments are described in the Catalogue. The University has the liberal support of the State and some private endowment. Of special interest are the recent legislative appropriations, in addition to maintenance, amounting to four million dollars for new buildings and approximately a million and a half from the Kenan Fund for the endowment of special Kenan professorships. Among the buildings recently erected are eight new dormitories, including a beautiful colonial type for women students, a Social Science Building, a Modern Language Building, a Law Building, and the Graham Memorial student community center building, a Chemistry Building, and a State little theatre for the Carolina Playmakers. The Legislature has assured the University that other appropriations for other expansion will be provided as rapidly as buildings can be completed with economy and efficiency.

THE LIBRARY

The University Library contains upwards of one hundred and twenty thousand volumes; several thousand pamphlets and reference works; a collection of more than ten thousand bound periodicals covering all fields of general, technical, and professional information; eight hundred and fifty-four current periodicals, transactions of literary, scientific, historical, economic and social, and other societies and serial publications; more than seven thousand volumes of government documents especially valuable for the study of the social sciences. The library contains special seminar rooms, current periodical rooms, refer-

ence rooms, reading rooms and stack rooms adequate for a large number of students. Annual additions to the library are being made at a rapid rate and funds are available for the purchase each year of special books needed in research and study. Plans for the new Library Building are being completed.

RURAL SOCIAL SCIENCE LABORATORY AND LIBRARY

To coöperate in the study of and work with problems of welfare in the 100 counties of North Carolina, largely rural, there is not only available the legislation and departments mentioned, and the general plan of the School of Public Welfare, but also a special laboratory in rural social science which, in organization and equipment, is exceeded by no other university. Under the direction of Professor E. C. Branson the Department of Rural Social Science has gathered together a vast amount of invaluable material and has established a comprehensive program in which Dr. Branson and assistants offer the fullest service in the library, seminar room and instruction departments. This service includes not only a comprehensive ready reference library in the Economic, Social, and Civic problems of the state, and related fields, but it is easily accessible for practical use. A full time librarian, an assistant director, and stenographic service complete the organization. These facilities are being augmented still more, and will offer unsurpassed facilities for study and research, as well as for training in practical rural community work. Many economic and social surveys of North Carolina counties have been made; the reports of many studies of the North Carolina Club, directed by this department, have been published in the Yearbook, and the News Letter which goes into 20,000 homes each week, provides a regular statistical service of great value.

THE INSTITUTE FOR RESEARCH IN SOCIAL SCIENCE

The Institute for Research in Social Science, made possible by a recent grant of the Laura Spilman Rockefeller memorial, began its work formally at the University of North Carolina on September 15, 1924, with a central office at 114 Saunders Hall. Briefly stated, the purpose of the Institute is the coöperative study of problems in the general field of social science, arising out of state and regional conditions. A Board, consisting of the President of the University as ex-officio chairman and ten members of the University Faculty appointed by the President, together with a Secretary of the Board, constitutes the governing body of the Institute. Appointments to the Board do not follow departmental lines but are made on the basis of interests and subjects.

The principal activities of the Institute are directed through the medium of Research Assistantships of which eight or ten will be available each year. All research assistants are appointed by the Board with the view, not to their assignments to given departments, but with the purpose in mind of carrying through definite research projects,

assisting University Professors in research already undertaken, and utilizing the best trained available candidates. To qualify as a research assistant, a graduate degree or the equivalent of one full year's research experience is required. Each assistant receives a yearly stipend of $1,500 and field expenses as the Board may from time to time authorize. All appointments are for the term of one year; but, should the nature of the subject or the ability of the assistant warrant it, this term may be extended. These appointments are on a twelve months' basis, vacations and summer adjustments being arranged by those in charge of specific projects. Each research assistant devotes his entire time to his selected project with the exception that he may, with the approval of the professor in charge of his research, enroll for such graduate work as will not interfere with his research, and as may lead to the Doctor's degree, in instances where such a course seems advisable.

OTHER SPECIAL FEATURES

Of special interest to students in the Social Sciences and in training for professional social work is the *University Extension Division* which provides much community service throughout the State. The present organization includes the following Bureaus, in addition to the work of correspondence and extension class instruction, general lectures, and short courses and institutes: Bureau of public discussion; bureau of community drama; bureau of commercial and industrial relations; bureau of community music; bureau of municipal information and research; bureau of recreation and community development; bureau of economic and social surveys; bureau of design and improvement of school and community grounds; bureau of educational information and assistance; and the bureau of High School debating and athletics. These bureaus offer excellent opportunities for research and community service, while the bureaus of economic and social surveys, community music, community drama, and design and improvement of community grounds, furnish scarcely less valuable avenues of information, observation and work. The publications, resulting from the efforts of these bureaus, make valuable contributions to the literature of community work.

The new *Social Science Building,* Saunders Hall, a commodious standard structure with excellent equipment and provided with class rooms, auditorium, seminar rooms, social science library, offices, editorial rooms and other work rooms, is adequate for present needs. The close relationships among the several departments will facilitate the coördination of work so much desired. The Departments of History and Government occupy the third floor; the Department of Economics and the School of Commerce the second floor; the Departments of Sociology, Rural Social Science, the School of Public Welfare, and the Institute for Research in Social Science, the first floor.

PUBLICATIONS

The Journal of Social Forces is completing its third volume with the September issue, and has printed more than five hundred articles, discussions and studies dealing with the social sciences and social work. Its plan provides for the widest range of any of the social science journals, combining the theoretical with the practical discussions. Besides its *Contributed Articles,* it has the following Departments: *Teaching and Research in the Social Sciences, Public Welfare and Social Work, Community and Neighborhood, The Church and Religion, Inter-Racial Coöperation, Government and Public Affairs, Social-Industrial Relationships, Editorial* and *Library and Workshop.* Beginning as a journal whose primary purpose was to meet the need for a medium of social study and interpretation in the South, its range and scope has broadened until its circulation extends into all of the states and is making a creditable beginning with its foreign circulation. Its authors have represented most of the larger universities and national agencies of social work, and its columns will continue to be open for the publication of worthy contributions of social science and social work. Other publications include the *University Extension Bulletin,* published twice a month by the University Extension Division and is available for the publication of worthy studies, research, and programs. The School of Public Welfare has published through this series the following Bulletins: "Constructive Ventures in Government," "Community and Government," "Social Service and Public Welfare," "The Rural Playground," "The Parent-Teacher Association—a Manual for North Carolina," "Attainable Standards in Municipal Programs," "Public Welfare and the Community," "Commencement Programs," "Town Studies," "Correlating Play and Class Room Work," "The High School Society." *The North Carolina Year Book,* published annually by the Department of Rural Social Science, is available for some thirty-five brief research studies made by students in the North Carolina Club, as is also the series of *Economic and Social Surveys* and *The News Letter* which goes into some 15,000 homes weekly the year through. The School of Public Welfare has also taken over the distribution and biennial revision of the *North Carolina Handbook of Social Laws and Agencies,* begun in 1920 by the American Red Cross. Members of the Faculty have published also various volumes on "Community Organization," "Public Welfare in the United States," "Systems of Public Welfare," studies of the Negro, and Southern leadership.

UNIVERSITY OF NORTH CAROLINA PRESS

The University of North Carolina Press, incorporated two years ago, also provides an avenue for the publication of meritorious studies. In addition to volumes by authors and publicists of note it will provide a medium for publication of results of study from the Public Welfare Demonstration, the School of Public Welfare, and the Insti-

tute. Volumes recently published include: "Some Cycles of Cathay", *William Allen White;* "Roads to Social Peace", *E. A. Ross;* "The Negro and His Songs", *Howard W. Odum* and *Guy B. Johnson;* "Can a Man Be a Christian Today?", *William Louis Poteat;* "Southern Pioneers", edited by *Howard W. Odum;* "Children's Reading Interests", *A. M. Jordan;* "The Scientific Study of Human Society", *Franklin H. Giddings;* "Law and Morals", *Roscoe Pound;* "Farm Life Abroad", *E. C. Branson;* "Religious Certitude in an Age of Science", *Charles A. Dinsmore;* "Robert E. Lee", *Woodrow Wilson;* "Systems of Public Welfare", *Howard W. Odum* and *D. W. Willard.* Information concerning the Press may be had by writing the Director, Dr. L. R. Wilson.

PLAY AND RECREATION

The School of Public Welfare gives special emphasis to the field of community play and recreation and to the teachers and social workers in this field, through regular courses and field work, through extension contacts and plans, and through the holding of conferences and institutes. The School, in connection with the Extension Division, conducts the Bureau of Recreation and Community Development. Here attention is given to publications on recreation and play, play institutes are held, playground drawings are made for communities, information about equipment and materials is given, and a general information bureau is provided, so far as facilities permit. Courses in the Theory and Practice of Organized Play and Recreation are offered. Special emphasis is given to this work during the summer sessions and in correspondence and extension class teaching. Play Institutes are held in communities and lectures and demonstrations are given. In the field of research opportunities are offered the student to study recreational conditions and play problems. The School sponsors conferences on recreational phases with outside agencies aiding in this field. The Girl Scouts, the Boy Scouts, and the Public Welfare Institutes have held such conferences.

The Carolina Playmakers have received both local and national recognition for the work which they have done in the writing and presentation of original folk-plays based upon the life of native folk. An assistant has been added and her services are available for communities desiring to put on community dramatic features. Many students preparing for community work elect to participate in the writing and acting of plays, and in studying the technique in English 31-32. Likewise *The Department of Music* offers opportunity to students, not only for personal study in voice and instrument, but for participation in community sings, operas, and chorus work.

FELLOWSHIPS AND SCHOLARSHIPS

Prospective students should write for particulars concerning special fellowships and scholarship that may be added from time to time or that are available in other Departments of University work. Where

graduate students prefer to take a number of years for the degree sought a very limited number of positions are usually available for part time work, such as teaching in the schools, coöperation with the County Superintendent of Public Welfare and others.

GRADUATE FELLOWSHIPS. A limited number of graduate fellowships are available for the Department of Sociology, Economics, History, Government, Education, Psychology, besides these in Departments not so closely allied. These fellowships pay an annual stipend of $500 in nine monthly installments from October to June and are awarded to well qualified students pursuing courses for graduate degrees and giving a small part of their time as Teaching Fellows in the Department to which assigned. Fellowships are awarded through the Graduate School on the recommendation of the Head of the Department represented.

UNIVERSITY SCHOLARSHIPS. A limited number of scholarships offering free tuition in the University are offered to acceptable candidates. Application should be made to the Director of the School of Public Welfare.

FEDERATION SCHOLARSHIP. The North Carolina Federation of Women's Clubs at their 1920 annual meeting established a scholarship of $200 to be awarded to a young woman of the State of North Carolina. The only conditions are that she fulfill the School requirements and be approved by the Committee and the School of Public Welfare. This scholarship is awarded by the Women's Clubs in their effort to support a trained leadership for welfare work in the State. Applications should be made to Mrs. Kate Burr Johnson, Commissioner of Public Welfare, Raleigh, N. C.

UNIVERSITY SCHOLARSHIPS AND FELLOWSHIPS. There are more than a score of special University scholarships and fellowships which are available for students under special conditions and from ten loan funds students may often receive help.

OTHER SCHOLARSHIPS. From time to time special scholarships and fellowships will be awarded, in return for which special social work may be done. Part time work and extension supervision may sometimes become a part of a mature student's training. Special funds are being provided also for special scholarships in the study of and work among mill villages and other phases of social and industrial problems.

ASSISTANTSHIPS. There will usually be available one or two assistantships in field work which may be utilized profitably by students who have had some experience. In this way they may combine advanced study and work.

EXPENSES AND ACCOMMODATIONS

In general expenses may be made to conform to the following classification, every effort being made to reduce to the lowest point the necessary expenses of an education at the University:

Tuition and Fees

Tuition fee each quarter	$25.00
Registration fee each quarter*	12.00
Publications fee each quarter	1.83
Laundry fee each quarter	8.50
Total each quarter	$47.33

From the recent legislative appropriation the University has erected eight new dormitories. There is just being completed now the beautiful colonial residence-home for young women. In all some 1300 students may be accommodated in the dormitories, while convenient and comfortable rooms may be had in Chapel Hill for a little higher rate. Room rent in the dormitories ranges from $5, to $15 a month, including light, heat and service; and in town from $10 to $25 a month.

CANDIDATES FOR THE M.A. DEGREE

It is especially desired that those graduate students who are pursuing courses leading to the Master's degree, if they major in Sociology or Social Work, select a minor from Psychology, Rural Social Science, Economics, Government, Education or History. To those who major in these subjects a special invitation is extended to select a minor in sociology. This degree may be obtained in one year if the applicant is well prepared and does effective work. For those teaching fellows or others who desire to do two or more years of work, or for those who are candidates for the Doctor's degree an excellent program can be mapped out. Much of the best work is done and many of the strongest leaders and educators are developed through such a correlation of the work of the several Departments of Social Science. In each of these fields North Carolina is rich in available opportunities for research and leadership and the several departments are well equipped to do work of the highest order. In the announcements that follow reference is made to the several departments and selected courses are listed to indicate the opportunities for appropriate electives.

CANDIDATES FOR THE PH.D. DEGREE

Candidates for the Ph.D. degree will find emphasis placed upon the broader field of the social sciences rather than upon any limited subject such as sociology or social work. Through the Institute for Research in Social Science and departmental agencies the effort is being made to avoid the artificial line of demarcation between Sociology, Economics, History, Government, so that the degree may be received in Social Science rather than in too limited majors and minors. Emphasis upon social research, principles and theories or the social applications will be found in the general requirements that the candidate

* This fee includes the gymnasium fee, the library fee, the fee for attendance of the University physician, the fee for debates.

have suitable courses in Economics, General Psychology, Social and Abnormal Psychology, Rural Social Economics, History and Government. Special emphasis is placed also upon the doctor's dissertation which must be suitable and worthy for publication in accredited journals or book series.

TEACHERS OF SOCIAL SCIENCE

One of the most important demands made upon the School of Public Welfare, as well as other Social Science Departments, is that for teachers of social science in southern institutions. Manifestly this need must be met as the number of institutions enlarging social science courses increases. Manifestly, too, these institutions no longer want the student who is versed only in academic lore, but they demand the teacher who, in addition to knowing his subject, knows how to make practical contacts in social endeavor and research. There is therefore an important opportunity for the School of Public Welfare to help prepare teachers of social science and to provide a sort of recruiting ground and interneship for teachers of social science and social workers. The close correlation of the several departments of social science will contribute to the success of such a plan.

PUBLIC OFFICIALS AND OTHER TRAINED WORKERS

Of special interest to municipal and county officers, especially city managers, is the new course just announced for municipal officials. This course, given in the School of Commerce, provides for a well rounded series of electives combining courses in the Schools of Public Welfare, and Education with the work done in the School of Commerce and drawing generously on the departments of Economics, Sociology, and Civil and Electrical Engineering. The Freshman and Sophomore classes are provided with the usual standard courses in languages, history, mathematics and prerequisite physical sciences. There is, perhaps, no greater field of need and opportunity today than in this field for business managers of municipal and county governments.

But other officials will be equally interested; and students graduating and looking forward to careers of promise will be interested in many of the courses: The judge of the juvenile court; the county commissioner; members of boards of schools and other institutions; county superintendents of public welfare; county demonstration agents; county health officers; community service executives; teachers for schools for adults; and many other public officials of state, county, and municipality.

In the days to come the *visiting teacher* ought to be one of the most important of all public service individuals and will find in training for community work the basis for outstanding success. The visiting teacher has been described as the agent of adjustment of conditions in the lives of individual children to the end that they may make more normal progress; and this end is attained by visits, first to the school,

then to the home, then to the county superintendent of public welfare or other coöperating agency, thus gathering up the loose threads and focusing them upon home, school and community. No less than special classes the school of democracy will have its visiting teachers alongside the superintendent of public welfare to help make democracy real in the unequal places.

THE SCOPE OF PROFESSIONAL COURSES

In addition to the regular graduate degrees and the special courses selected and combined to meet the needs of special public officials, the following types of courses are given. Details of these may be gained from subsequent descriptions.

I. A one year course of professional training consisting of two quarters in residence and one quarter in field work under supervision. This course is open to graduates of colleges of good standing. In addition to the specialized field work required during the third quarter, students taking this course will carry on field work in counties adjacent to the University during the two quarters in residence. A certificate will be used upon completion of this course, or the M.A. degree will be conferred if all requirements have been met.

II. A two year course of professional training. The first year of this course is identical with the one year course. It will be followed by another year both in residence and in the field. Courses during the second year are designed for more intensive specialization and research, and for more responsible administrative and executive work.

III. A four year collegiate course, leading to the bachelor's degree with major in sociology or social work is available for undergraduates and especially adapted to those who wish to prepare for special leadership in educational and administrative work in this field. It also makes the student thus graduating eligible for the advanced pure graduate course in social work and administration.

IV. Special courses of one, two or three quarters arranged for students desiring to do special research or short time work. Students not eligible to the regular courses by reason of not holding a degree may be admitted to these special courses as *special students* provided they have had sufficient general education and practical experience to insure satisfactory work.

V. Summer Institutes, arranged for special groups including county superintendents of public welfare, county directors of community recreation, Red Cross secretaries, teachers and principals interested specially in community work, and others.

THE PLAN OF INSTRUCTION

In planning the courses of instruction, three important considerations have been kept constantly in mind: The first is to provide the necessary courses in social theory and applied sociology for the student who wishes to major in sociology or to elect subjects from this

Department adequate for his purpose or to obtain pre-vocational preparation. The second consideration has in mind the necessary background, philosophy and technique prerequisite to the preparation for social work in the larger and more effective way. The third element is found in social research as a basis for sound social policies and social reform as it relates to the problems of public welfare. In the first group, courses consist largely of the study of the history and theory of society, together with special problems like rural life and livelihood, immigration, social pathology, penology, the negro problem, statistics, and social research and seminars on special topics assigned to the student. Such courses may be elected by college students and counted toward other degrees, or they may be elected and coördinated with the special courses for the training for professional social work.

In the group of courses prepared especially for the training of social workers and community leaders the institutions and institutional modes of life are the centers around which are built the instruction and field work required of all who select this plan of preparation. Fundamental institutional modes of life emphasized are: The home and family; the school and education; the church and religion; the state and government; industry and work; the community and association. No courses are offered in the field of religion and the church, but the place of the church is treated thoroughly in all courses in community organization and community work, as well as in courses dealing with social theory and organization.

Other social forces, such as personal leadership, individual differences, physical environment and general social incidence and casual groupings, are emphasized. Thus the whole plan of instruction and training centers around the training for leadership in *the adjustment and readjustment of social relationships.* The problems of adjustment include the adjustment of the individual to his family or group, the adjustment of the group to other groups and the social process, the adjustment of institutions to each other and to the social process, and the adjustment of truth and knowledge in the changing social process. Social case work, therefore, community organization, social amelioration and social research share alike in emphasis and method.

The plan of instruction, then, tends to follow certain general divisions:

I. General Social Theory—The Social Sciences.
II. The Home and Family.
III. The Community and Neighborhood.
IV. The State, Government, and Public Institutions.
V. The School and Education.
VI. Social-Industrial Relationships.
VII. Methods of Organization and Administration.
VIII. Social Research.
IX. Field Work.
X. Correspondence and Extension Courses.
XI. Summer Institutes of Public Welfare.

In each of these divisions courses listed are correlated with other courses, both in the Department of Sociology and the School of Public Welfare, and in the Departments of Economics, Government, Psychology and the Schools of Education, Commerce, and Law. The courses tending more nearly to specialization in industrial management and industrial welfare will be strengthened as the demand increases to include a larger number from which to choose. In making plans for enrolling or electing courses the student should make special inquiry to ascertain whether all courses listed are given during any specific year. The exact statement of term courses is given where possible, but the special needs of students, together with other considerations, make it advisable to allow some flexibility in arranging final schedules.

I. GENERAL SOCIAL THEORY

The importance of adequate preparation and substantial groundwork in the social sciences, both for the educated citizen and the specialist in community leadership, or social work, is being recognized more and more each year. Illustrative of this is the statement of the president of the American Economic Association that democracy is a matter of social organization worked out through our republican institutions; or that of the president of Yale University when he says that the intellectual tension of the present time is on social problems, as it has been in the past on theological and scientific problems; or the conclusion of educators that the curriculum of present-day education must be built around the social sciences; or the closer agreement among leaders in the fields of economics, political science and history that they must look to the sociologists for at least some of the definitions of their respective fields of endeavor.

In the field of practical work the evidence is no less impressive. The keynote of the recent National Conferences for Social Work was found in the newer emphasis upon solid foundations in the analysis of social causes and forces. For workers who are to advise families and communities about fundamental issues and destinies it is very necessary to know something of the origins, fundamentals and experiences of the past, as well as the structures and functions of the institutions with which they work. The social worker, no less than the physician should have adequate preparation in and substantial knowledge of the sciences underlying his profession, for his ministry is not less, but more important, than those which deal only with the physical sufferings of mankind. Likewise newer aspects of local government and citizenship emphasize the need for sound principles and practical applications in all the modes of community leadership. In the same way, problems of international relations, of race questions, of capital and labor, of the relations between men and women in life and labor, and other fundamental problems of the day, must be worked out through practical programs based on scientific facts. Only in this way can error be avoided and progress be made; only in this way can social policy be ultimately sound.

1. INTRODUCTION TO SOCIOLOGY. Sophomore, Junior, and Senior elective.

A course in the elements of social theory and its application to modern social problems and relations to other social sciences. Study and analysis of such factors as population, institutions, social movements, social structure, and social organization for the purpose of giving the student a working knowledge of the nature of society. *Five hours a week, every quarter.* Credit, 1 course. Professor Meyer, Mr. Brown, Mr. Hoffer.

2. PRINCIPLES OF SOCIOLOGY. Junior and Senior elective.

A study of the fundamental concepts of sociology with special reference to their application to the problems of collective behavior. Among the topics discussed are human nature, isolation, social contacts, social interaction, social forces, conflict, accommodation, social control, and social progress. *Five hours a week, winter or spring quarter.* Credit, 1 course. Professor Steiner.

4. EDUCATIONAL SOCIOLOGY. Junior and Senior elective.

Standards of measurement of progress. Survey of sociological principles involved in their applications in education, politics, government, social work. The effectve use of sociology in directing and controlling group progress, social institutions, democracy, and in the development of the total social personality of the individual. The coördination of institutional modes of activity and the enrichment, through coöperation, of social organization. *Five hours a week, spring quarter.* Credit, 1 course. Professor Odum and Professor Mosher.

6. PROBLEMS OF IMMIGRATION.

The essential problems of immigration in this country—history and analysis of immigration—restriction—adaptation—Americanization —Special problems of immigration in relation to industrial and social unrest and development. *Three hours a week, fall quarter.* Credit, ½ course. Professor Steiner.

10. THE STUDY OF SOCIAL PROBLEMS. Sophomore, Junior and Senior elective.

The study of Modern Social Problems. Part I. The individual in relation to society. Part II. The Modern Problems, classified in accordance with the six major social institutions. Part III. Democracy, Public Welfare, and Social Progress. *Five hours a week, every quarter.* Credit, 1 course. Professor Meyer, Professor Odum, Mr. Brown, Mr. Hoffer.

12. CRIME AND ITS SOCIAL TREATMENT.

Nature and causes of crime; evolution of modern methods of criminal procedure; administration of penal and reformatory institutions; programs for the social treatment of the criminal; the problems of juvenile delinquency. *Three hours a week, fall quarter.* Credit, ½ course. Professor Steiner.

13. SOCIAL PATHOLOGY.

A study of the abnormal and pathological aspects of social life: problems of dependency and degeneracy, and methods of care and treatment of dependent and defective classes. *Three hours a week, spring quarter.* Credit, ½ course. Professor Steiner.

23. THE THEORY OF PLAY AND RECREATION.

The theory of play and recreation is studied in this course, while in that which follows c 24 the practice is stressed. In this course the play movement is given with emphasis on the present need of play and how play is promoted. A study is made of the play instincts—hunting, fighting, housing as illustrations. Sex and age differences are given. Classification of movements and interest form a helpful section. The physical, mental, moral, social, and preventive values in play and recreation are studied and stressed. The text used is interesting and offers many helpful suggestions to those interested in play and recreational activities. *Winter or spring quarter.* Credit, ½ course. Professor Meyer.

24. THE PRACTICE OF PLAY AND RECREATION.

In this course the practical field of play and recreation is entered. A helpful bibliography is studied. Playground plans, equipment, and activities are suggested. Emphasis is given to game analysis and methods of game instruction. Organization work is studied. Boys' and girls' clubs; camp life as a part of the recreational program; special holiday activities and general athletics are some of the other topics studied. Many helpful aids and suggestions are given. Plays of simple imitation, story plays, rhythmic plays, contests, goal games, tag games, team games and plays for special occasions feature the practical work. *Winter or spring quarter.* Credit, ½ course. Professor Meyer.

121. THE PRINCIPLES OF SOCIOLOGY.

A graduate seminar in the study of advanced social theory and research into some special social problems. *Five hours a week, fall quarter.* Credit, 1 course. Professor Odum.

122. EDUCATIONAL SOCIOLOGY.

An advanced course in the study of scientific programs of social progress. Objective measurement of social influences and social groups. Research into some specific problem relating to one of the larger institutions. *Five hours a week, winter or summer quarter.* Credit, 1 course. Professor Odum.

123. HISTORICAL SOCIOLOGY.

A study of the leading social theorists and their contribution to human thought and welfare. Research into the theories of some selected writer. *Five hours a week, spring quarter.* Credit, 1 course. Professor Odum.

124. POVERTY AND RELIEF.

A research seminar on the social treatment of the dependent in society. One special topic selected for research, as the County Home. *Five hours a week, fall quarter.* Credit, 1 course. Professor Steiner.

126. COMMUNITY ORGANIZATION.

An advanced course following Sociology 8. Intensive study of special movements and new theory and practice in community organization and leadership. *Five hours a week, spring quarter.* Credit, 1 course. Professor Steiner.

RURAL SOCIOLOGY 1-2-3. FORMAL COURSE IN RURAL ECONOMICS. Junior and Senior elective. Prerequisite or corequisite, Economics 1-2.

A background for defining and interpreting the economic problems of country life in North Carolina: Carver's *Principles of Rural*

Economics. References: Nourse's *Reading in Agricultural Economics.* Carver's *Selected Readings in Rural Economics. Five hours a week, fall, winter, and spring quarters.* Credit, 3 courses. Professor Hobbs.

RURAL SOCIOLOGY 5-6-7. CONSTRUCTIVE STUDIES IN RURAL SOCIOLOGY. Junior and Senior elective. Prerequsite or corequisite, General Sociology 1.

Gillette's *Rural Sociology.* References: Galpin's *Rural Life;* Vogt's *Introduction to Rural Sociology;* Fiske's *Challenge of the Country;* Wilson's *Evolution of the Country Community, Sociology of Rural Life,* Proceedings of the American Sociological Society, Vol. IX, 1916; Phelan's *Reading in Rural Sociology;* Sim's *The Rural Community. Five hours a week, fall, winter, and spring quarters.* Credit, 3 courses. Professor Branson.

RURAL SOCIOLOGY 9-10-11. LABORATORY COURSE IN RURAL ECONOMICS AND SOCIOLOGY. Junior and Senior elective. Corequisite, 1-2-3 or 5-6-7.

Home-state studies, research work, and surveys. *Five hours a week, fall, winter, and spring quarters.* Credit, 3 courses. Mr. Thompson and Professors Branson and Hobbs.

RURAL SOCIOLOGY 12-13-14. THE COUNTY. Junior and Senior elective. Corequisite: courses 1-2-3 or 5-6-7.

Studies in the economic and social conditions of the Home County with a view to the publication of a county survey. Arranged especially to meet the needs of county organization at the University. *Nine hours laboratory and one hour seminar a week, fall, winter, and spring quarters.* Credit, 3 courses. Mr. Thompson.

RURAL SOCIOLOGY 20. LECTURE AND RESEARCH COURSE ON NORTH CAROLINA. Junior and Senior elective.

This course is designed to familiarize the student with North Carolina: population, agriculture, resources, social life, economic development, industry. *Five hours a week, fall quarter.* Credit, 1 course. Professor Hobbs.

RURAL SOCIOLOGY 21. AGRICULTURAL COOPERATION. Junior and Senior elective.

Lecture and research. History of agricultural coöperation, principles of coöperation, coöperative organizations, rural credits, and coöperative marketing. *Five hours a week, winter quarter.* Credit, 1 course. Professor Hobbs.

RURAL SOCIOLOGY 22. RURAL LEADERSHIP. Junior and Senior elective.

An analysis of the basis and personal aspects of leadership. The opportunities and possibilities of leadership under country conditions. *Three hours a week, winter quarter.* Credit, ½ course. Mr. Thompson.

ECONOMICS 1-2. GENERAL ECONOMICS.

This course is planned to give a general understanding of the organization of our economic life and the fundamental principles underlying it. An analysis is made of consumption, production, and distribution; of the elements which determine value and price, with a brief introduction to money, banking and credit, monopoly, business combinations, transportation, labor problems, and economic reform. *Five hours a week, fall and winter, or winter and spring quarters.* Credit, 2 courses. Professors Carroll, Kibler, Brown, Atkins, Woolsey, Spruill, Pakenham, and Mr. Hearne.

ECONOMICS 40. THEORIES OF ECONOMIC REFORM. Prerequsite, Economics 1-2.
A critical analysis of the leading proposals for reform in the present economic system, including Socialism, Bolshevism, Single Tax, and Industrial Democracy. *Five hours a week, fall or spring quarter.* Credit, 1 course. Professor Carroll.

ECONOMICS 100abc. ADVANCED ECONOMIC THEORY. Prerequisite, Economics 1-2.
A survey of economic theory from the standpoint of the evolution of modern industrial society. The three courses will not only include a review of the works of the leading economic writers, but will also summarize the principal physical, psychic, and social factors that have shaped economic theory and economic institutions. *Five hours a week, fall and winter quarters, three hours a week, spring quarter.* Credit, 2½ courses. Professor Kibler.

PSYCHOLOGY 26. CHILD PSYCHOLOGY. Prerequisite, Psychology 1-2.
The development of behavior in the child. The chief subdivisions to be studied are the original behavior equipment, the growth and maturation of structure, the acquisition of habits, the development of capacity, and the formation of interests. Attention will be given to conflict of interests and mental hygiene. This course is the natural introduction to courses in educational psychology. Lectures, readings, and experiments with children. *Five hours a week, fall quarter. Laboratory fee, $1.50.* Professor ——— and Mr. Atkins.

PSYCHOLOGY 30. SOCIAL PSYCHOLOGY. Prerequisite, Psychology 1-2.
An introduction to the study of the individual in his social aspects and social behavior. The topics include social drives and habits, language, facial expression, group and crowd phenomena, and social conflict and adjustment. The latter part of the course will apply to the laws of social psychology in the fields of sociology, economics, and other social sciences. Lectures, readings, and reports of current social phenomena. *Five hours a week, fall quarter.* Credit, 1 course. Professor ———.

PSYCHOLOGY 45. ABNORMAL PSYCHOLOGY: FEEBLE-MINDEDNESS. Prerequisite, Psychology 1-2.
Presentation of the psycho-neural aspects of feeble-mindedness in general, and of the various types, together with their importance and relation to the problems of education, dependency, and delinquency. There will be discussion and demonstration of the various clinical methods of determination and classification of feeble-mindedness. (Given alternately with Psychology 47.) *Five hours a week, winter quarter. Laboratory fee, $1.00.* Credit, 1 course. Professor Crane.

PSYCHOLOGY 46. ABNORMAL PSYCHOLOGY: PSYCHONEUROSES AND PSYCHOSES. Prerequisite, Psychology 1-2.
A study is made of the more important deviation from the normally reacting and experiencing human organism. Attention is given to the sensory, imaginal, emotional, motor, etc., abnormalities and to the occurrence of these in the various psychoses. Brief surveys are given of the methods of clinical psychology and of psychotherapy. *Five hours a week. spring quarter. Laboratory fee, $1.00.* Credit, 1 course. Professor Crane.

PSYCHOLOGY 47. ABNORMAL PSYCHOLOGY: METHODS OF MENTAL EXAMINATION. Prerequisite, Psychology 1-2.
A presentation of the various psychological methods used in the clinical study of individuals. This includes a study of the methods

used in determination of the presence or absence of specialized defects as well as the determination of level of intelligence. Lectures, experiments, readings. (Given alternately with Psychology 45.) *Five hours a week, winter quarter. Laboratory fee, $2.00.* Credit, 1 course. Professor Crane.

PSYCHOLOGY 106. CONTEMPORARY PSYCHOLOGICAL TENDENCIES.

A more or less systematic survey of the more outstanding recent and contemporary movements in modern psychology. Readings assigned in the works of Wundt and Tichener, James, Hall, McDougall and Stout, Thorndike, Pawlow, Watson, Cannon, Freud, and Jung, and perhaps others. *Five hours a week, spring quarter.* Credit, 1 course. Professor Dashiell.

PSYCHOLOGY 107. THE PSYCHOLOGY OF PERSONALITY.

This course defines personality as the aggregate of persistent behavior traits. The method of approach is dynamic and casual. Inheritance of capacities, dispositions, and defects, genetic development, and psychoanalytic method will be given special attention. The fundamental traits will be classified and studied by reference to case material. Types, or trait-patterns, will be discussed. Insight into the hygiene and improvement of the personality will be the practical aim of the course. Readings, discussions, analyses of cases. *Five hours a week, winter quarter.* Professor ———— and Mr. Atkins.

GEOLOGY 23. HUMAN GEOGRAPHY. Junior and Senior elective.

The course consists of the principles studied in Geology 21-22 in their application to some one of the continents. In 1925 North America will be studied; in 1926 the course will deal with South America. *Five hours a week, spring quarter. Laboratory fee, $2.50.* Credit, 1 course. Professor Cobb and Assistant.

II. THE HOME AND FAMILY

The family has been and is the fundamental unit of society. A thorough appreciation of its nature, structure and functions is necessary both for an understanding of social forces and for the readjustment of individuals and families in the community.

The subjects in this group will include a brief outline of anthropology, and the historical development and evolution of the family from earliest times to the present day. Differences in the structure and activities of families arising out of the varying conditions of town and country life and agricultural and industrial pursuits will be studied, with special emphasis on the changing position of women and children. Child Welfare in all its ramifications will form an important part of this section, and will include a discussion of the child of today and tomorrow, the exploitation of childhood, child health, the exceptional, the delinquent, and the disadvantaged child.

An important part of every social worker's task is the discovery and treatment of the mal-adjusted family and individual, and this section will therefore attempt to cover all those subjects which are especially related to that undertaking. The contributions of mental hygiene and psychology, of the movements for public and personal

health, of home economics in the widest sense of the word will be carefully considered. Types of dependency, and living standards will also be covered, and the whole will lead into a full study of the technique of present-day case work with the unadjusted family, especially in its relation to the peculiar problems of the rural family in the South.

11. THE FAMILY.

Early forms of the family in primitive society; its historical development during Greek, Roman, and Mediaeval periods. The modern family and its problems. *Three hours a week, fall or winter quarter.* Credit, ½ course. Professor Steiner.

14. FAMILY CASE WORK.

Discussion of the relation of the individual to the family and the family to the community. The technique of case work and its scientific approach—methods of investigation, interviewing, social evidence, sources, diagnosis, treatment. *Five hours a week, fall or spring quarter.* Credit, 1 course. Professor Sanders.

15. ADVANCED FAMILY CASE WORK.

A continuation of Sociology 14, devoted to a more extensive discussion of case work methods and their application, with special reference to different types of problems. Discussion of agencies, public and private, dealing with case problems. Wider applications of case work are given consideration together with legislation affecting the case work field. *Five hours a week, fall or spring quarter.* Credit, 1 course. Professor Sanders.

22. FIELD WORK IN FAMILY WELFARE.

For those who major in family case work fourteen hours a week of field work is required under the supervision of the instructor. Credit, with Sociology 14-15. Mr. Lawrence.

27. STANDARDS OF CHILD WELFARE.

The minimum standards of child welfare. Analysis of the problems of today and of current conditions. The study of stated community and legislative remedies; the study of special forms of child welfare—baby saving and infant welfare movements; child institutes; dependent and delinquent childhood. *Three hours a week, winter quarter.* Credit, ½ course. Professor Sanders.

28. JUVENILE DELINQUENCY.

A study of the problems of juvenile delinquency together with modern methods of treatment. The Juvenile Court, methods of probation, the visiting teacher. *Three hours a week, spring quarter.* Credit, ½ course. Professor Sanders.

29. THE CARE OF DEPENDENT CHILDREN.

In this course attention will be given to the problems connected with the care of children who are either homeless or for the time removed from their natural parents. The work of children's aid societies, societies for the prevention of cruelty to children, child-placing agencies, and institutions for the care of these groups will be studied. The problem of adoption and supervision in foster homes and the relation of these agencies to state welfare authorities will be studied in considerable detail. *Three hours a week, fall quarter.* Credit, ½ course. Professor Sanders.

III. THE COMMUNITY

No general agreement now exists as to what should be included under the term "community work." In accordance with customary usage it may mean the neighborhood activities of social settlements, organized efforts in the field of community recreation, the work of agencies that deal with groups within the community, activities of civic organizations in the broad field of public welfare, or the organization of all the social agencies within a community in order to prevent duplication and develop a well balanced program of work for the entire community.

Amid this various usage there can be distinguished a general tendency to regard community work as a specialized phase of social work that has to do chiefly with the prevention rather than the cure of social ills. The broadening of the unit of work from the individual and the family to the community has been accompanied by a fuller appreciation of the varied factors involved in all wide reaching efforts to improve the common welfare. From the very nature of the case this development of community work has been logical and inevitable and represents a step forward in the attempt to bring about more wholesome conditions of life.

The situation in the south and in other sections of the country where the majority of the population live in small towns and rural communities seems to demand a more general acceptance of the community as the central unit of work around which should be gathered the different types of social welfare activities. The necessity for this is found in the fact that a small population cannot support highly specialized forms of welfare work although there may exist a need for various kinds of services. As far as can now be determined, the future development of social welfare work outside of large cities must be through community organizations whose program of work, however varied its activities, gains its support because it is seen in its relation to the welfare of the whole community.

In recognition of this growing emphasis on the community as a unity of work, the School of Public Welfare of the University of North Carolina is organizing its professional training courses with specific reference to the needs of community workers in small cities, towns, and the open country. To what extent the accomplishment of this purpose will necessitate a departure from the traditional curriculum of schools of social work cannot be adequately determined until further experience is secured. Certain changes, however, are already obvious and are, as rapidly as possible, being incorporated into the curriculum of the School.

In the first place all the courses of instruction are permeated with the community point of view. This means, for example, that in courses dealing with work for individuals, families, or small groups, students have kept before them the bearing of this work upon community life and development. The rehabilitation of a family or the

care of a neglected child is not regarded as an end in itself but gains its full meaning because it is a part of the general effort to bring about a more wholesome community. When the students are sent out in connection with their field work to give constructive service to a disadvantaged family, they make use, it is true, of family case work technique but regard themselves, nevertheless, as engaged in community work. As far as possible the arbitrary boundaries that separate different types of social work are set aside in order that students may see their problem as a whole and acquire the ability to work whole heartedly for a well balanced community program. In doing this no violence is done to standards of training in the techniques required by different activities, for throughout the entire course of study emphasis is continually given to the fact that community work is simply the sum total of all the organized efforts to deal effectively with the various community problems.

In the second place the curriculum has been broadened sufficiently to include a closer correlation between community and government. The community worker must be familiar with more than the usual technique of social work. His duties cannot be carried on effectively without a sympathetic knowledge of the activities of the local government and a deep interest in such community problems as good roads, taxation, city planning, sanitation, and public utilities. In the larger city such problems can very well be left to the attention of the Chamber of Commerce or other civic organization, but in the small city or town the community worker must give evidence of his interest in these commonly recognized community needs if his leadership is to be accepted along the more intangible lines of social welfare work. For this reason it is insisted that students in training for community work should pay adequate attention to the study of community problems from the point of view of applied political science.

In the third place courses dealing specifically with the problem of community organization and development are regarded as fundamental and are required of all students who desire the certificate of the school.

8. PRINCIPLES OF COMMUNITY ORGANIZATION.
A consideration of the social theories that underlie the modern community movement; a critical review of the role of custom, habit, crisis, and gregariousness in community development. Special attention is given to the place of the crowd spirit in community work and to effective means of achieving community solidarity. An evaluation of community forces with a view to discovering the principles involved in their organization and coördination. *Three hours a week, winter quarter.* Credit, ½ course. Professor Steiner.

9. ADMINISTRATION OF COMMUNITY WORK.
A general survey of typical experiments in community organization; development and coördination of community activities illustrated by case records; a comparative study of methods of administration with special attention to problems of central financing of social agencies; qualification for leadership in community work. *Three hours a week, spring quarter.* Credit, ½ course. Professor Steiner.

126. COMMUNITY ORGANIZATION.

An advanced course following Sociology 8. Intensive study of special movements and new theory and practice in community organization and leadership. *Five hours a week, spring quarter.* Credit, 1 course. Professor Steiner.

23. THE THEORY OF PLAY AND RECREATION.

The theory of play and recreation is studied in this course, while in that which follows c 24 the practice is stressed. In this course the play movement is given with emphasis on the present need of play and how play is promoted. A study is made of the play instincts—hunting, fighting, and housing as illustrations. Sex and age differences are given. Classification of movements and interest form a helpful section. The physical, mental, moral, social, and preventive values in play and recreation are studied and stressed. The text used is interesting and offers many helpful suggestions to those interested in play and recreational activities. *Winter or spring quarter.* Credit, ½ course. Professor Meyer.

24. THE PRACTICE OF PLAY AND RECREATION.

In this course the practical field of play and recreation is entered. A helpful bibliography is studied. Playground plans, equipment, and activities are suggested. Emphasis is given to game analysis and methods of game instruction. Organization work is studied. Boys' and girls' clubs; camp life as a part of the recreational program; special holiday activities and general athletics are some of the other topics studied. Many helpful aids and suggestions are given. Plays of simple imitation, story plays, rhythmic plays, contests, goal games, tag games, team games and plays for special occasions feature the practical work. *Winter or spring quarter.* Credit, ½ course. Professor Meyer.

7. PROBLEMS OF THE SMALL TOWN AND MILL VILLAGE.

The romance of the small town—its place in the American commonwealth—relationship to this state—town planning—the mill village: its social and industrial problems—special studies of selected towns. *Three hours a week, spring quarter.* Credit, ½ course. Professor Odum.

20. THE PRINCIPLES OF FIELD WORK.

The study and demonstration of field work as a standard laboratory course in social science. Fourteen hours a week required of all who major in community work. *Three hours a week, fall quarter.* Credit, ½ course. Professor Sanders.

21. FIELD WORK AND COMMUNITY PROJECTS.

Planning for community recreation. Special days—Special programs for communities—map-drawing and surveys—Community Fairs. *Three hours a week, winter quarter.* Credit, ½ course. Professor Meyer.

30. PUBLIC HEALTH.

This course will be given largely in connection with other courses, fitting in with a study of state, community, and family at points where the functions of those units make, or ought to make, for public health. A supplementary series of lectures will cover the newer knowledge of nutrition, the relation of diet to health and disease, the deficiency diseases, the preventable diseases, food spoilage and intoxication, hygiene and sanitation, exercise and recreation, and health prophylaxis. *Credit with other courses.* Dr. Abernethy and other members of the Faculty of the School of Medicine.

125. COMMUNITY STUDIES.

A Graduate Seminar. *Fall, winter, and spring terms.* Credit, 1 course. Professor Steiner.

12. CRIME AND ITS SOCIAL TREATMENT.

Nature and causes of crime; evolution of modern methods of criminal procedure; administration of penal and reformatory institutions; programs for the social treatment of the criminal; the problems of juvenile delinquency. *Three hours a week, winter quarter.* Credit, ½ course. Professor Steiner.

13. SOCIAL PATHOLOGY.

A study of the abnormal and pathological aspects of social life: problems of dependency and degeneracy, and methods of care and treatment of dependent and defective classes. *Three hours a week, spring quarter.* Credit, ½ course. Professor Steiner.

Engineering 36ab. WATER AND SEWAGE LABORATORY. Elective for Senior and Graduate Students.

A brief course of lectures and laboratory designed to fit men to carry on both routine and investigational laboratory work in water, sewage, and milk analysis. A brief history of the development of modern bacteriology and public health is given, followed by laboratory work in the bacteriological and chemical study of water supply, stream pollution, sewage treatment, milk control, and malaria prevention. The public health aspect is emphasized. *One hour lecture, three hours laboratory a week, fall and winter quarters.* Professor Saville.

Engineering 37C. STREETS, HIGHWAYS, AND CITY PLANNING.

A brief course for students in the School of Commerce, who elect the Municipal Administration Group. *Three hours a week, fall quarter.* Credit, ½ course. Professor Janda.

Engineering 38C. MUNICIPAL WATER SUPPLIES AND SANITATION.

A brief course for students in the School of Commerce who elect the Municipal Administration Group. *Three hours a week, winter quarter.* Credit, ½ course. Professor Saville.

Journalism 11. PUBLIC OPINION AND THE NEWS.

A study, based largely on contemporary newspapers, of prevailing methods of handling various types of news, with some attention to the theories of Walter Lippman and others. *Three hours a week, winter quarter.* Credit, ½ course.

English 34-35-36. DRAMATIC PRODUCTION.

A practical course in dramatic production. During the year the following subjects are studied in theory and practice: acting, make-up, stagecraft (including the designing and making of stage models and actual construction of scenery for the productions of The Carolina Playmakers), lighting, costuming, theatre designing and organization. At least one play will be produced in the course each quarter for public presentation. This course is a means of training students as directors of school and community theatres. Lectures will be given during the year by Professor Koch and other specialists in the various phases of dramatic art. Registration in the course is limited. *Five hours a week, fall, winter, and spring quarters. Laboratory fee, $2.00 a quarter.* Credit, 3 courses. Mr. Denny.

IV. THE SCHOOL AND EDUCATION

In the development of all community ideals and the promotion of community progress the school must always play an important part. No community leader or social worker can hope to make much permanent progress if his work does not accord with the principles and programs of the public school system. Every student will therefore be expected to know something of the fundamentals underlying a community program of education and whenever possible to elect one or more courses in the School of Education. This is especially true of the Superintendent of Public Welfare and the Visiting Teacher, both of whose work leads to the development of a richer opportunity for children of school age. The County Superintendent of Public Welfare will find greater pleasure and success in his compulsory school work in proportion as he understands and is in sympathy, not only with his families, but with school ideals and officials. The Visiting Teacher will soon come to make a new contribution to the ideals and attainments of social work, if present indications are realized. It is, therefore, with special pride, that the social worker and teacher align themselves together in developing the youth of the community by means of an ever broadening opportunity.

EDUCATION 1. FUNDAMENTALS OF EDUCATION: AN INTRODUCTION TO EDUCATIONAL PSYCHOLOGY. Sophomore course. Required of all students in the School of Education who do not elect Psychology 1-2.

Education is viewed in this course as a series of changes in individual pupils. The elementary principles of educational psychology will be illustrated and studied briefly through assigned readings, experiments, and discussions. *Five hours a week, fall, winter, or spring quarter.* Credit, 1 course. Professor Jordan.

EDUCATION 4. THE THEORY AND PRACTICE OF EDUCATION. Junior and Senior elective.

A study of the theory and practice of education from the viewpoint of both the teacher and the citizen; the selection of the material of instruction; the development and arrangement of the curriculum for the grammar schools and high schools. Lectures, textbooks, and assigned readings. *Five hours a week, winter quarter.* Credit, 1 course. Professor Noble.

EDUCATION 20. EDUCATIONAL PSYCHOLOGY. Prerequisite, Education 1 or Psychology 1-2. Required of all students in the School of Education.

To consider critically different topics, such as original nature of man, heredity versus environment, kinds of learning and factors influencing learning, individual differences, mental hygiene, mental measurement is the purpose of this course. Texts and lectures. *Five hours a week, fall or spring quarter.* Credit, 1 course. Professor Jordan.

EDUCATION 26. PUBLIC SCHOOL EDUCATION IN THE SOUTH. Junior and Senior elective.

This course gives a historical survey of public school education in the Southern States with especial attention to its development in

organization, administration, and supervision since 1876. Present-day questions in rural education are studied in the light of their historical development, and attention is given to the educational reorganization needed for the proper solution of the new rural life problems. Textbook, lectures, investigations, and reports. *Five hours a week, fall or spring quarter.* Credit, 1 course. Professor Knight.

EDUCATION 31. RURAL SCHOOL ORGANIZATION AND ADMINISTRATION. Junior and Senior elective.

A course planned to meet the needs of students preparing to become rural school teachers, principals, supervisors, and superintendents. It gives consideration to the organization, administration, and supervision of rural school education in the United States, with especial emphasis on the present conditions in the South. The county as a unit of administration and support, federal aid and a national program for rural educational work, the application of the principles, agencies, and methods of supervision to the rural school will be studied. Textbooks, lectures, special investigations, and reports. *Five hours a week, winter quarter.* Credit, 1 course. Professor Knight.

EDUCATION 55. SOCIAL POLICY AND EDUCATION. For Graduates and Advanced Undergraduates.

Fundamental problems in the social and ethical theory of education. Lectures, prescribed readings, essays, and reports. This course deals with problems of social progress from the standpoint of education, attempts to define a social policy for education, and discusses the vital educational issues involved in that policy. *Five hours a week, fall quarter.* Credit, 1 course. Professor Walker.

EDUCATION 62. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION. Senior or Graduate. Prerequisite, Education 1 or Psychology 1-2.

Methods of measuring and improving the results of instruction in the elementary school. As much use as possible will be made of actual measured results. *Five hours a week.* Credit, 1 course. Professor Jordan.

EDUCATION 64. MENTAL MEASUREMENTS. Junior and Senior elective. Prerequisite, Education 1 or Psychology 1-2.

A study of mental tests both individual and group. The origin of the tests will be first considered, followed by a comparative study of the various types of group and individual tests. There will be ample opportunity offered for the actual administration of the tests and the interpretation of the results. *Five hours a week, winter quarter.* Credit, 1 course. Professor Trabue.

V. THE STATE, GOVERNMENT, AND PUBLIC INSTITUTIONS

Social workers and community leaders are of necessity thrown into constant contact with government and public institutions. Many public servants are themselves, in fact, social workers. It is therefore, necessary that any course of professional training for social work should include a study of the functions of government in the field of constructive social legislation, in the growing participation by the State in the responsibility for the weaker and less fortunate members of society, and in administrative technique to make democratic gov-

ernment a servant of social progress. The student should become acquainted with the various departments of state and county government, with distribution of powers and functions between the township, county, state and nation, and especially with the problems of municipal and county administration. Institutions maintained by the state, county, or city for all purposes will be studied and consideration be given to modern standards of institutional care.

GOVERNMENT 1-2. COMPARATIVE GOVERNMENT. Sophomore, Junior, and Senior elective.

In this course an intensive study will be made of the governmental and social institutions of the leading states of the modern world. The first quarter will be devoted to the treatment of the United States of America. In the second quarter the chief emphasis will be placed upon Great Britain and France, with outline studies of the institutions of other European countries. Textbooks, lectures, discussions, and readings. *Five hours a week, fall and winter, winter and spring quarters.* Credit, 2 courses. Professor Hamilton.

GOVERNMENT 30. THE ELEMENTS OF POLITICAL SCIENCE.

A general course in which a study is made of the principles of political science, and of the important theories respecting the nature, origin, forms, and ends of the state and of government. An examination of the literature of the subject will be made, supplemented by students' reports on selected political theorists. Lectures, textbooks, and readings. *Five hours a week, fall quarter.* Credit, 1 course. Professor Pierson.

GOVERNMENT 38. AMERICAN STATE GOVERNMENT.

A course dealing with the origins, development, and methods of the state governments. In connection with the course will be a special study of the government of North Carolina. *Five hours a week, spring quarter.* Credit, 1 course. Professor Connor.

GOVERNMENT 100-101-102. AMERICAN POLITICAL THEORY.

A seminar course respecting the political philosophy that has been developed in the United States. In the fall quarter the theory of the colonial period and the American Revolution will be studied; in the winter quarter attention will be given to the theories associated with the formation of the Constitution and its early interpretation, the nature of the Union, and the slavery dispute; in the spring quarter the political theory of the Civil War and the contemporary United States will be considered. Lectures, readings, and reports. *Two hours a week, fall, winter, and spring quarters.* Credit, 2 courses. Professor Pierson.

SOCIOLOGY 44. THE ORGANIZATION AND ADMINISTRATION OF PUBLIC WELFARE.

A study of the methods and organization of Public Welfare in the United States—state, city, county, and national programs of public welfare—a standard state and county plan. *Three hours a week, spring quarter.* Credit, ½ course. Professor Odum and Mr. Brown.

45. SOCIAL LEGISLATION.

A study of social legislation with particular emphasis upon North Carolina. *Three hours a week, fall or winter quarter.* Credit, ½ course. Mr. Brown.

VI. SOCIAL INDUSTRIAL RELATIONSHIPS

No one of the institutional modes of community life demand more careful study and wise planning than that of the prevailing industries and vocations. There are many who feel that the readjustment between capital and labor with an adequate consideration for the human factors in industry, will constitute the chief social problems of the times. However this may be, it is certain that many of the social problems of the individual and the community center around the worker and working conditions. The opportunity for the development of a newer sort of industrial community in North Carolina through the distribution of industry in many small villages is one that challenges the student of social conditions to his highest endeavor. The entire problem of industrial welfare and industrial democracy, alongside the other aspects of democracy, constitutes one of the most attractive fields for the student of modern conditions. Special conferences are arranged in industrial centers and special programs made for mill village communities so that the student may become acquainted with the important factors involved. The courses listed are largely from The School of Commerce and The Department of Economics, from which electives may be chosen.

ECONOMICS 5. ECONOMIC HISTORY.

A survey of the steps by which economic activities have evolved from primitive beginnings into the complicated capitalistic economy of today. Special emphasis on the development of the wage system, the Industrial Revolution, the expansion of markets, the ebb and flow of industrial activity, the relation of industrial development to political policy, as they have manifested themselves in England and the United States. *Five hours a week, fall or spring quarter.* Credit, 1 course. Professor Spruill.

ECONOMICS 12. BUSINESS CYCLES. Prerequisite, Economics 1-2.

A study of the alternating periods of depression and prosperity. The underlying causes of panics and crises. Fluctuations in prices, trade volume, and physical production. *Five hours a week, winter quarter.* Credit, 1 course. Professor Murchison.

ECONOMICS 30. LABOR PROBLEMS. Prerequisite, Economics 1-2.

A study of labor as a factor in the industrial process; of the wage system and employment problems; of immigration and poverty; of labor organizations, strikes, lockouts, arbitration, factory legislation, and industrial education. *Five hours a week, spring quarter.* Credit, 1 course. Professor Atkins.

ECONOMICS 40. THEORIES OF ECONOMIC REFORM. Prerequisite, Economics 1-2.

A critical analysis of the leading proposals for reform in the present economic system, including Socialism, Bolshevism, Single Tax, and Industrial Democracy. *Five hours a week, fall or spring quarter.* Credit, 1 course. Professor Carroll.

ECONOMICS 100abc. ADVANCED ECONOMIC THEORY. Prerequisite, Economics 1-2.

A survey of economic theory from the standpoint of the evolution of modern industrial policy. The three courses will not only include

a review of the works of the leading economic writers, but will also summarize the principal physical, psychic, and social factors that have shaped economic theory and economic institutions. *Five hours a week, fall and winter quarters, three hours a week, spring quarter.* Credit, 2½ courses. Professor Kibler.

COMMERCE 11. INDUSTRIAL MANAGEMENT. Prerequisite, Economics 1-2.

This course covers the problems involved in the construction, equipment, and administration of a manufacturing enterprise. The unit of study is the factory. The subject matter is treated under four heads: the underlying principles of production, the agencies of production, the control of production, and the establishment of production standards. *Five hours a week, winter quarter.* Credit, 1 course. Professor Matherly.

COMMERCE 14. PERSONNEL MANAGEMENT. Prerequisites, Economics 1-2, Commerce 10.

A scientific study of the methods of hiring and handling personnel in the various lines of industry. The supply, selection, training, promotion, transfer, and discharge of employees; the computation and significance of labor turnover; housing, educational and recreational facilities; the functions of a personnel department with reference to efficiency and the maintenance of good will between employees and employers. *Five hours a week, spring quarter.* Credit, 1 course. Professor Matherly.

COMMERCE 16. MANAGEMENT THEORIES AND PRACTICES. Prerequisites, Economics 1-2, Commerce 10. Open only to selected Seniors and Graduate Students.

A critical examination of the economic, social, and ethical aspects of modern business administration. Current theories of organization and management will be taken up and subjected to careful scientific analysis. Practices will be compared with theories. An attempt will be made to formulate the underlying principles upon which the administration of modern industrial enterprise rests. *Three hours a week, winter quarter.* Credit, ½ course. Professor Matherly.

VII. METHODS OF ORGANIZATION AND ADMINISTRATION

In order to equip students for positions of an executive character the curriculum will include a section dealing in some detail with the administrative side of social work. Under this head will be considered community leadership, committee organization, parliamentary practice as applied to the conduct of group activities, and the duties of officers, with special reference to the functions of a secretary.

Statistical methods, the collection and interpretation of quantitative social data, the use and meaning of records, cost accounting systems, and the general management of a business office will be included. The conduct of financial campaigns, and other methods of money raising will also be considered, with special emphasis on community self support.

Another important topic will be the analysis of the various forms of publicity as a means of informing the public of the needs and achievements of social work.

The courses offered, determined by the needs of individual students and special groups, will include instruction and demonstration on the use of quantitative data in social work; record keeping and the use of recorded information; cost accounting, budget making; business methods as applied to social service administration; office management; filing; financial campaigns and financial federation; the demonstration of a social agency.

COMMERCE 16. MANAGEMENT THEORIES AND PRACTICES. Prerequisites, Economics 1-2, Commerce 10. Open only to selected Seniors and Graduate Students.

A critical examination of the economic, social, and ethical aspects of modern business administration. Current theories of organization and management will be taken up and subjected to careful scientific analysis. Practices will be compared with theories. An attempt will be made to formulate the underlying principles upon which the administration of modern industrial enterprise rests. *Three hours a week, winter quarter.* Credit, 1 course. Professor Matherly.

SOCIOLOGY 125. NATIONAL AGENCIES FOR PUBLIC SERVICE.

A graduate seminar in the study of state and national agencies, public and private, for the administration of relief. *Five hours a week, winter quarter.* Credit, 1 course. Professor Steiner.

ECONOMICS 13-14. PUBLIC FINANCE. Prerequisite, Economics 1-2.

A general study of the principles which are involved in public revenues and expenditures, and in the relation of organized society to the economic life of its members; a special study of taxation—local, State, and National. *Five hours a week, winter and spring quarters.* Credit, 2 courses. Professor Spruill.

RURAL SOCIAL ECONOMICS 12-13-14. THE COUNTY. Junior and Senior elective. Corequisite: courses 1-2-3 or 5-6-7.

Studies in the economic and social conditions of the Home County with a view to the publication of a county survey. Arranged especially to meet the needs of county organizations at the University. *Nine hours laboratory and one hour seminar a week, fall, winter, and spring quarters.* Credit, 3 courses. Mr. Thompson.

SOCIOLOGY 3. STATISTICS AND STATISTICAL METHODS. Junior and Senior elective.

A brief survey of the field of theoretical statistics, with a thorough mastery of the elements of numbering, averages, modes, medians, variations, and scientific principles involved. Special emphasis will be placed upon practical methods of utilizing statistics, the recognition of facts, gathering data, compiling, plotting, conclusions, and the special application of statistics to social phenomena. *Five hours a week, winter quarter.* Credit, 1 course. Professor Odum.

SOCIOLOGY 44. THE ORGANIZATION AND ADMINISTRATION OF PUBLIC WELFARE.

A study of the methods and organization of Public Welfare in the United States—state, county, city, and national programs of public welfare—standard organization plans. *Three hours a week, spring quarter.* Credit, ½ course. Professor Odum and Mr. Brown.

SOCIOLOGY 45. ADMINISTRATION AND MANAGEMENT.

Business methods as applied to social service administration. Office management, filing, etc. Publicity financial campaigns and federated finance. The organization of communities and the elements of parliamentary practice. *Three hours a week, spring quarter.* Credit, ½ course. Professor ————.

SOCIOLOGY 30. THE FIELD OF SOCIAL WORK.

An introductory course presenting a general view of the entire field of social work as illustrated by its present scope and methods. Arranged not only for professional students, but also for Student Volunteers and for those preparing for the ministry, teaching, etc. Systematic consideration is given (*a*) to the major problems attacked by social workers, *viz.,* poverty and destitution, physical and mental deficiency and disease, delinquency, etc., and (*b*) to the principal forms and processes of social work. *Three hours a week, fall or winter quarter.* Credit, ½ course. Professor Sanders and Mrs. Woodhouse.

VIII. SOCIAL RESEARCH

In a school whose emphasis is largely on graduate training for social work, with special emphasis on the qualities and preparation for general leadership and teaching of social sciences, social research must have an important place. Through regular departments and courses, through the coöperation of the Institute for Research in Social Science and the Public Welfare Demonstration, unusual opportunities are offered for the mature student to tie in his research efforts with his professional training. Some of the specific problems studied during the last year include State Programs of Recreation for Mississippi and North Carolina, Studies in Rural Leadership, and Rural Social Work, Studies of Small Towns and Counties, Studies of Rural Vocational Guidance, The Social Studies in the Mill Village, The Mill Village As a Type of the Social Process, Study of Rural Adaptation of the Industrial Mill Village, Social Surveys of Different Communities, Prison Problems, Poor Relief, Systems of Public Welfare, Community Organization Studies. In general, the more or less formal and comprehensive classification of the major social problems towards which research may be directed follows the same plan as the courses of instruction:

The home, family, and genetic relationships.
The school, education, and social direction.
The church, religion, beliefs, conflict of ideals.
Industry, work, economic and social-industrial relationships.
Government, politics, citizenship.
Community, the association process, territorial groups.
Geographic and physical environmental factors.
Personality, leadership, creative effort.
Social differentiation, race, cultural groups.
Cycles, incidence, casual groups, mass influence, war.
General theory, social process, methodology.
Problems, reform, teleology.

129. GRADUATE RESEARCH SEMINAR. *Fall quarter.* Credit, 1 course. Scope and method in social research. Professor Odum.

130. GRADUATE RESEARCH SEMINAR. *Winter quarter.* Credit, 1 course. Research in special topics. Professor Odum.

131. GRADUATE RESEARCH SEMINAR. *Spring quarter.* Credit, 1 course. Research in selected topics. Professor Odum.

132. GRADUATE RESEARCH SEMINAR. *Fall quarter.* Credit, 1 course. Research in special topics. Professor Steiner.

133. GRADUATE RESEARCH SEMINAR. *Winter quarter.* Credit, 1 course. Research in special topics. Professor Steiner.

134. GRADUATE RESEARCH SEMINAR. *Spring quarter.* Credit, 1 course. Research in special topics. Professor Steiner.

See other research seminars in the Departments of History, Government, Economics, Education, and Psychology.

IX. FIELD WORK

Field work is required of all students enrolled in the professional courses offered by the School of Public Welfare. In its plans for field work training, the School is guided by the principle that the practice work of the students should approximate as closely as possible the working conditions that will be confronted when the students enter upon their professional career. This means as far as the field work training of southern students is concerned that opportunity should be given to acquire familiarity with the administration of well equipped social agencies in a small city and to participate in the promotion and development of social work activities in small towns and rural communities inadequately provided with social work leadership.

In its practice work with city agencies, the School of Public Welfare follows the customary plan of assigning students to certain organizations for a definite period of training. Durham, a typical manufacturing center 12 miles distant from the University and easily accessible by frequent jitney service over a concrete road, has an active Red Cross chapter and a county department of public welfare where students receive training in office administration, family case work, Juvenile court procedure and probation work. Supplementing this field work training in Durham which is carried on concurrently with class room duties, the students taking a one year course are assigned, either during a portion of the spring quarter or during the summer following their year of study, to well equipped social agencies in certain cities in the State where in the capacity of assistants they secure intensive training in office procedure and social work activities. In the case of two year students, greater emphasis is given to this plan of intensive field work training with various organizations in the State.

The field work training of the students in general social work in small towns and rural communities is carried on almost entirely under the personal direction of the supervisor of field work and the supervisor of case work, both full time members of the staff of the School.

This part of the field work training is centered chiefly in Orange county in which the University is located, and in the adjoining counties of Chatham and Durham. These counties and Wake, through the coöperation of the State Department of Public Welfare and the Public Welfare demonstration, offer excellent field work. In Orange and Chatham counties where there are at present no full time county superintendents of public welfare, arrangements have been made whereby the School of Public Welfare gives assistance in dealing with problems of relief, child placing, and juvenile delinquency. The supervisor of community work has also full opportunity to carry on demonstrations of different types of community work in small towns and mill villages. This work consists of such activities as the promotion of community fairs and recreation, organization and development of community clubs, Boy Scout troops, Campfire Girls and other agencies, supervision of play activities in schools and mill villages including direction of field days, leadership in working out community programs for special occasions, and community studies. Of special value is the coöperation of the country public school systems of the two counties.

In order that the students may develop initiative and feel real responsibility for this community work, the plan is usually followed of assigning one or two to each community, where under direction of the supervisor of community work a community program is worked out and its different stages carried forward as far as possible by the students themselves. Thus far in the experience of the School, this work of the students in the different communities is highly appreciated and more demands are made for their assistance than can be met by the present number of students.

Rural case work problems are constantly coming to the attention of community workers and for this reason they are given a prominent place in the field work training. As already mentioned the School of Public Welfare assists the county department of public welfare in investigation of families coming to its attention, which offers excellent opportunity for case work in rural portions of the county. In addition the supervisor of case work is acting as Home Service secretary of the local Red Cross chapter and thus has brought to his notice many claims for compensation and other problems of ex-service men. This Home Service work together with the assistance given the department of public welfare has already given opportunity to help with such problems as feeble-mindedness, immorality, low standards of living, desertion, neglect of children, illiteracy, widowhood, and domestic difficulties. With the present inadequate supply of social welfare agencies the students can not hope of course to solve satisfactorily all these difficult problems, but experience is demonstrating that tactful personal service is of unexpected value in reconstructing families in isolated communities. The work already accomplished has made it clear that scientific case methods can be successfully applied to family welfare work under small town and rural conditions. The rural case

worker finds it possible to establish close personal relations with his families and is looked upon by them as a friend. With the exception of the difficulty of travel, interviews with relatives and other individuals can be carried on as satisfactorily as in a city, and frequently there is a surprising readiness on the part of friends and relatives to coöperate in the solution of family problems brought to their attention. Each student is given but a small number of cases, seldom more than three or five, in order that intensive work can be done. Case treatment usually proceeds more slowly in the country than in the city which gives the student opportunity to study the case carefully and work out in detail adequate plans for rehabilitation. The limited number of cases handled makes it possible for the students to have very close supervision. The supervisor of case work maintains her own office where students are taught filing and other office routine. The students write their own records, take care of the necessary correspondence, make contacts with other agencies, and organize relief when needed. A special effort is made to give the students the kind of experience in handling rural case problems which will be helpful to them if placed in charge of a social work agency in a small town.

Each student is required to spend a minimum of 14 hours a week in field work. The field work schedule is so arranged that the students do not carry case work and community work at the same time. One year students usually take case work and community work alternately during the autumn and winter quarters and then in the spring quarter choose the type of field work in which they wish to specialize. The supervisor of field work conducts a three hour a week class throughout the year for the discussion of field work methods and problems, for which the usual university credit is given. The certificate of the School is issued only upon completion of all field work requirements.

Field trips to outlying communities inaccessible by rail or jitney are made by the students in cars owned by the School and the expense incurred is met by the payment of a laboratory fee which usually amounts to ten dollars a quarter. Under the direction of the supervisors of field work cars for field trips are assigned to students after they have demonstrated their ability to handle a car carefully and safely. Students are expected as a part of their training course to develop proficiency in the use and simple upkeep of a car. In all plans for field-work training, special emphasis is placed upon the importance of rendering substantial and constructive service to communities in which students work.

X. EXTENSION CLASSES AND CORRESPONDENCE COURSES

In keeping with the University Extension Division's plans and policies the School of Public Welfare offers, through the Extension Division, certain courses which may be taken by correspondence and certain others which may be given in person in neighboring towns and communities. These courses are often done well by students, teach-

ers, and civic minded folk who may not attend the regular university classes but who wish to become versed in the subjects selected. The list below represents courses in sociology and social problems; others in the other social sciences may be had by applying to the Extension Division.

c 1. INTRODUCTION TO SOCIOLOGY. Sophomore, Junior, and Senior elective.

The purpose of this course is to give the student a working knowledge of the general principles of sociology and to teach him to apply, to some extent, these principles to some of the social problems. The text used gives a good outline of one author's' conception of the facts involved in the association of people together. The course contains a system of sociology. Studies are made of: The social population, social forces, social processes; social products and sociological principles. Credit, 1 course. Fee, $13.50. 27 assignments. Professor Meyer.

c 4a. EDUCATIONAL SOCIOLOGY. Junior and Senior elective.

A course in the foundations of educational sociology giving special emphasis upon the utilization of sociology in determining the educability of the group and in correlating other institutions with the school. The social objectives for the individual, for the group, for the institutions, for school subjects, will be treated specially. Credit, ½ course. Fee, $8.00. 16 assignments. Professor Odum.

c 4b. EDUCATIONAL SOCIOLOGY. Junior and Senior elective.

c 4b a continuation of c 4a, with special emphasis upon original studies, researches, and practical projects in the application of the organization principles set forth in c 4a. Credit, ½ course. Fee, $8.00. 16 assignments. Professor Odum.

c 7a. THE SMALL TOWN AND THE MILL VILLAGE.

The place of the small town in a well balanced society. The romance of the small town. The shortcomings of town and village life. Attainable standards and programs. The special application to mill villages and small industrial centers. Social problems of correlating home, community, and industry. Social values, ideals, and workable phases of town planning. Credit, ½ course. Fee, $8.00. 16 assignments. Professor Odum.

c 7b. THE SMALL TOWN AND MILL VILLAGE.

A continuation of c 7a being limited to studies and research in specific projects, localities, or regions. Credit, ½ course. Fee, $8.00. 16 assignments. Professor Odum.

c 8. COMMUNITY ORGANIZATION. Freshman, Sophomore, Junior, and Senior elective.

Principles of collective behavior and social control in their application to problems of community work. Analysis of different types of communities. Technique of community diagnosis. Credit, ½ course. Fee, $8.00. 16 assignments. Professor Steiner.

c 10a. SOCIAL PROBLEMS.

This course deals with a survey of the following problems: The Family; Growth of Population; Immigration; The Race Problem; Religion and Ethics. The origin, growth, structure, and activities of the family are studied. Divorce as a social problem is presented. Population studies as regards numbers and quality is stressed.

Causes of human migration, types of immigrants, restrictive laws, and future trends of immigration are given. The negro in education, politics, wealth and religion offer study. Suggested remedies for a better adaptation are presented. The effects of geographic environment and heredity to the social problems are given and some of the problems of solution are studied. Credit, ½ course. Fee, $8.00. Professor Meyer.

c 10b. SOCIAL PROBLEMS. Prerequisite, Sociology c 10a.
Here the problems of maladjustments are given. Poverty, Crime, Defectives, Immorality, Child Labor, Unemployment, and other phases of maladjustment are offered. The causes, effects, and treatment of Poverty are presented. Crime is classified and criminals typed. Methods of treatment and causes and effects are stressed. The defectives and immoral are studied in relation to the social order. Problems of an economic nature but having direct social bearings are also given—child labor, unemployment, sweatshops, women in industry, and the like. Many constructive aids and programs for wholesome procedure are presented. Credit, ½ course. Fee, $8.00. Professor Meyer.

c 12. CRIME AND ITS SOCIAL TREATMENT. Junior and Senior elective.
Nature of crime; extent of crime; causes of crime; criminal law and procedure; theories and methods of punishment; the prison system; substitutes for imprisonment, problems of prison administration; the prevention of crime. Credit, 1 course. Fee, $13.50. 27 assignments. Professor Steiner.

c 14. FAMILY PROBLEMS.
This course deals with the relation of the individual to the family and the family to the community. The technique of case work and its scientific approach, methods of investigation, interviewing, social evidence, sources, diagnosis, treatment. Credit, ½ course. Fee, $8.00. 16 assignments. Professor Sanders and Mr. Lawrence.

c 23. THE THEORY OF PLAY AND RECREATION.
The theory of play and recreation is studied in this course, while in that which follows c 24 the practice is stressed. In this course the play movement is given with emphasis on the present need of play and how play is promoted. A study is made of the play instincts—hunting, fighting, and housing as illustrations. Sex and age differences are given. Classification of movements and interest form a helpful section. The physical, mental, moral, social, and preventive values in play and recreation are studied and stressed. The text used is interesting and offers many helpful suggestions to those interested in play and recreational activities. Credit, ½ course. Fee, $8.00. 16 assignments. Professor Meyer.

c 24. THE PRACTICE OF PLAY AND RECREATION.
In this course the practical field of play and recreation is entered. A helpful bibliography is studied. Playground plans, equipment, and activities are suggested. Emphasis is given to game analysis and methods of game instruction. Organization work is studied. Boys' and girls' clubs; camp life as a part of the recreational program; special holiday activities and general athletics are some of the other topics studied. Many helpful aids and suggestions are given. Plays of simple imitation, story plays, rhythmic plays, contests, goal games, tag games, team games and plays for special occasions feature the practical work. Credit, ½ course. Fee, $8.00. 16 assignments. Professor Meyer.

NOTE: Any person contemplating taking both c 23 and c 24 should take c 23 first. C 24 may follow later.

XI. THE SUMMER SESSION AND SPECIAL INSTITUTES OF PUBLIC WELFARE

During the Summer session two types of courses are given through the School of Public Welfare. The first is a series of courses in community organization, recreation, family case work, social pathology, social problems, and other courses suited to the special needs of social workers and teachers desiring further training in community work. These courses begin and end with the regular Summer Session of the University and are announced in the regular Summer School Bulletin.

The second type of Summer work is the Special Institute for Public Welfare. The 1925 special institutes of Public Welfare will be the sixth to be held under the joint direction of the University and the State Department of Public Welfare. The purpose of the institutes is fourfold: to bring together in helpful conferences officials and workers; to discuss common problems and programs of public welfare; to raise standards of work and to stabilize public welfare in North Carolina; and to give momentum to the North Carolina Plan through coöperation with the State Department and county systems. A fifth or special purpose is found in the special days devoted to the North Carolina Public helping institutions. In enthusiasm, intense interest, and thoughtful discussions and contributions, the institutes have maintained a high standard throughout, due largely to the continuous application and attendance of those present. It is believed that the contributions of this group will be of interest to all others in the field of public welfare in North Carolina.

From time to time, other special summer institutes are held to meet special demands. Three Red Cross Institutes have been held; short institutes for Boy Scouts, Y. W. C. A. Industrial secretaries and others typical of this particular effort. Requests have also been made for similar institutes for industrial social workers, the visiting teachers, and others.